

**Update on the Quarterly Report Submitted by
Rialto Unified School District
Professional Services Division
October, 2011**

Overview of this Report

The second quarterly progress report was submitted by Rialto Unified School District (RUSD) on September 23, 2011. This agenda item presents an update on the quarterly report received from RUSD and the next steps for the district in the Commission's accreditation system.

Staff Recommendation

This is an information item only.

Background from Initial January–February 2011 Accreditation Visit

Rialto Unified School District (RUSD) offers the General Education (Multiple Subject and Single Subject) Induction program. RUSD's initial accreditation visit took place January 31–February 2, 2011. Although all Induction program standards were met, due to the findings that one Common Standard was not met and three were met with concerns the team recommended a decision of *Accreditation with Major Stipulations*, <http://www.ctc.ca.gov/educator-prep/coa-agendas/2011-03/2011-03-item-16.pdf>. During its March 17-18, 2011 meeting, the COA accepted the team's accreditation recommendation and approved seven stipulations. One stipulation requires RUSD to submit quarterly progress reports to the Commission.

On August 3, 2011 an update on the first Rialto quarterly progress report was presented for COA information. On September 23, 2011 Rialto submitted its second quarterly progress report. The Team Lead and the State Consultant have reviewed the information included in the report and the evidence presented in support of statements included in the report.

Review of the report shows that Rialto has made additional progress but there is concern about the timelines identified in the report and whether or not the institution will have the opportunity to fully implement its assessment system, address all Stipulations and meet all standards prior to the winter 2012 revisit. Additionally, although numerous meetings are cited, programmatic changes resulting from the meetings are not presented in the progress report. Based upon these concerns, additional technical assistance has been provided to the institution to support them in their efforts as they prepare for the 2012 revisit.

On September 14, 2011, staff was advised that changes in Induction program leadership are still taking place in Rialto and that the Director who had been appointed shortly before the January–February accreditation visit no longer works with the program. On October 17, 2011 Commission staff was notified that a new Director has been hired.

Following are the 2011 stipulations and standards that are less than fully met along with excerpts from the September 23, 2011 Rialto Unified School District progress report describing additional progress made since the first Rialto quarterly progress report.

Addressing the Stipulations

STIPULATION	RIALTO RESPONSE
<p>1. That within one year of this action, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions to address the stipulations as well as those standards not met or met with concerns.</p>	<p>The first meeting for BTSA Year 1 and Year 2 Participating Teachers (Participating Teachers) were held on August 18, 2011, and August 23, 2011 respectively. Year 1 Participating Teachers have meetings calendared once per month. September's Year 1 meeting was held on September 8, 2011. The Coordinator and Support Provider were in attendance at all meetings.</p> <p>The Coordinator held Support Provider meetings on August 5, 2011 and September 7, 2011, with follow up meetings held August 24, 2011 and September 23, 2011. The September 23rd meeting was used to debrief information the Coordinator received at a New Program Leader Support Meeting held on September 15, 2011.</p> <p>The first meeting of the Professional Development Advisory Council was August 17, 2011.</p>
<p>2. That the institution provide evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management, including clear communication and lines of authority and responsibility.</p>	<p>The Director and Coordinator met with Assistant Superintendent of Educational Services, the Director of Elementary Education and the Coordinator of Professional Development on July 28, 2011 to discuss the District's Professional Development plan for 2011-2012.</p> <p>On August 11, 2011 the Director and Coordinator met with the Associate Superintendent of Personnel and the Director of Personnel to review the progress of the procedures that have been established between the Induction Program and Personnel.</p> <p>The program Senior Director and Coordinator met with the newly appointed Assistant Superintendent of Business Services on August 12, 2012 to review the 2011-2012 BTSA budget. The new Assistant Superintendent further reviewed the budget and rendered final budget approval.</p> <p>The Senior Director and the Coordinator met with the Assistant Superintendent of Educational Services, Senior Director of Categorical Services, Senior Director of Elementary Education, Senior Director of Secondary Education and the Coordinator of Professional Development on August 24, 2011 to discuss the department's Professional Development focus.</p> <p>The Director of Risk Management, the Maintenance Supervisor and Planner and the Chief of Educational Safety and Security were the presenters at the expert forum, <i>"Ensuring a Supportive and Healthy Environment to Support Student Achievement"</i>, during the September 8, 2011 BTSA Year 1 Participating Teachers</p>

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	<p>meeting.</p> <p>On September 21, 2011 the Coordinator met with the Assistant Superintendent of Educational Services and the Fiscal Supervisor to discuss the recently approved BTSA budget.</p>
<p>3. That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, completers and stakeholders. The system must demonstrate the potential for assuring continuous program improvement.</p>	<p>The Coordinator and Support Provider worked with the district's Technology Coach to establish discussion boards on eChalk that correlates with each of the FACT Modules. Participating Teachers can log onto eChalk and post comments, reflections and questions to one another based on each topic. This is an outlet through which Rialto can receive ongoing feedback concerning the Participating Teachers' progression through FACT.</p> <p>The Coordinator and the Support Provider have decided to create an electronic evaluation system on eChalk for each of the Expert Forums, with the assistance of the Technology Coach. The Participating Teachers will be able to post evaluation feedback after each Expert Forum on eChalk. This feedback would be used to evaluate the effectiveness of each presentation and whether the Participating Teachers' needs were being sufficiently met. Written evaluation forms will be used until the electronic system is in place. The results of each Expert Forum evaluation will be summarized in a report that will be uploaded to Google Docs prior to the 3rd quarterly report.</p> <p>Each Participating Teacher has been trained by the Support Provider and the Technology Coach in the use of the eChalk system for discussion boards, reflection and evaluation and Dropbox, which is where they will post all of their documents.</p> <p>Rialto's Induction Program Cluster Regional Directors (CRD) Site Visit was held on August 10, 2011. The Senior Director, Coordinator and Support Provider were in attendance. This was an opportunity for the Rialto BTSA staff to reflect upon the program's progress and receive feedback.</p> <p>Rialto is in the process of revising its Professional Development Needs Assessment Survey. It is projected that the Needs Assessment Survey will be completed by the 3rd quarterly report.</p>
<p>4. That the institution provide evidence that the program receives sufficient resources to allow for effective operation. The</p>	<p>The approved Induction budget provides for a full-time Support Provider, mileage for Support Provider, travel and conference fees to accommodate all BTSA meetings and trainings and allowance to fund stipends for extended-day Support Providers or another full-time Support Provider if the number of Participating Teachers exceeds twenty-five (25).</p>

STIPULATION	RIALTO RESPONSE
resources must enable the program to effectively operate in terms of coordination and program development.	
5. That the institution provide evidence that all faculty and instructional personnel are provided with opportunities for professional development.	<p>The Support Provider received training from the Technology Coach on August 15, 2011 on setting up the eChalk discussion boards for the Participating Teachers. The groups were set up by Year 1 and Year 2. The Support Provider also received training on downloading and setting up Dropbox.</p> <p>The first Support Provider meeting was held on August 5, 2011 (rescheduled from August 1, 2011). This meeting was an overview of FACT. The Coordinator also put in a request for the Support Provider to attend the FACT training that will take place in October.</p> <p>The Coordinator attended a PAR training provided by CTA in San Jacinto on September 1, 2011.</p> <p>The Coordinator and Support Provider met on September 23, 2011 to review the FACT and other program information that the Coordinator obtained from a New Program Leader Support Meeting on September 15, 2011</p> <p>At the July 20, 2011 orientation meeting with the Coordinator, the Support Provider established a list of professional development topics of interest. This list will be ongoing depending on the needs of the Support Provider.</p> <p>The Support Provider is assisting the Coordinator in planning and providing Classroom Management professional development training scheduled for October 13, 2011 and November 10, 2011.</p>
6. That the institution provide interim quarterly reports to Commission staff who will provide updates to the Committee on Accreditation.	Rialto has submitted its second quarterly report dated September 23, 2011. Rialto will submit quarterly reports to Commission staff outlining the modifications that have been made to address identified stipulations and the progress that the program is making.
7. That the institution not be allowed to offer any new	Rialto acknowledges this stipulation and, therefore, has not and will not pursue additional credential programs until the COA Stipulations have been removed and all standards have been met.

STIPULATION	RIALTO RESPONSE
credential programs until the stipulations are removed by the Committee on Accreditation.	

Common Standards

2011 Team Report Findings

Standard 1: Educational Leadership

Met with Concerns

Due to the high number of retirements, many administrative positions at Rialto Unified School District have been newly assigned. The Induction Program director was appointed within the past six months. The team found no evidence of a research-based vision; however, the team was advised through an interview that the director is currently developing a vision for the program.

Through document review and interviews with program administration, faculty, and Professional Development Center (PDC) Advisory Council members, the team determined that the Induction Program staff facilitates workshops, works one-on-one with candidates and oversees the work of Extended-Day support providers. The organization, coordination, and governance of the professional preparation program is under development due to recent personnel and institutional changes. Although the team found through interviews that there was a Professional Development Center Advisory Council, evidence of regularly calendared Professional Development Center Advisory Council meetings was not found.

Rationale for Standard Finding

A research based vision for the unit has not been articulated. Candidates and Induction faculty stated in interviews that confusion exists as to the roles and responsibilities of the day-to-day operation of the unit. The full-time support provider is responsible for program implementation as well as support for 45 candidates and provides five expert forum professional development meetings during the year. The team found no evidence that stakeholders are actively involved in the organization, coordination, and governance of the Induction programs.

Rialto Unified School District Response

Since the June Quarterly Report, Rialto's Professional Development Advisory Council (PDAC) had its first meeting of the new school year on August 17, 2011. The Senior Director reviewed the purpose of the Council. The suggested improvements to the Induction program that were based on data gathered from the End-of-Year Surveys, the Support Provider Self-Assessment and Support Provider Professional Growth Plans were shared with the Council. The Coordinator presented an overview of the quarterly report that was submitted in June, and gave an update to the revisions to the program that had been discussed at the last meeting of the 2010-2011 school year. The Coordinator of Professional Development presented an overview of the professional development plan. Title II requirements, in relation to professional development, were also shared with the Council. The use of Title II funds to provide professional development requires

the District to determine its professional development needs by having all stakeholders complete a Professional Development Needs Assessment Survey.

The Professional Development department continues to collaborate with Educational Services, Business Services and Personnel to ensure the effective implementation of the Induction program. This collaboration continues to bring about clarity to the district's Induction Program. The program currently supports 18 Participating Teachers. The Coordinator will receive monthly updates on the BTSA budget from the Fiscal Supervisor.

2011 Team Report Findings

Standard 2: Unit and Program Assessment and Evaluation

Not Met

A document review and interviews with program staff and candidates indicate that the Rialto Induction Program has a process for collecting data on program and unit evaluation and improvement. Documentation was provided regarding the collection of evidence, however, evidence of analysis and resulting program and unit evaluation and improvement was not found.

Data on candidate and program completers are collected and analyzed. These data include the State Survey of Program Effectiveness, Individual Induction Plans (IIPs) and local mid- and end-of-year binder checks. Program effectiveness data are captured in professional seminar evaluations. However, evidence of analysis and resulting program improvement was not evident. The full-time support provider reports using observation data and responses to the IIP to assist candidates with their teaching performance. The full-time support provider also reports using feedback from conferences, observations and IIPs to make modifications in the sequence of delivery of the Expert Forums as defined by program Standards. Evidence to support this, however, was not provided.

The relationship between candidate performance data and program improvement is unclear. The team found it difficult to link candidate assessments to program strengths, weaknesses, or program improvement.

Rationale for Standard Finding

The team found no evidence that the education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. Evidence that the system analyzes and utilizes data on candidate and program completer performance and unit operations was also missing. Ongoing and comprehensive data collection related to program effectiveness and program improvement was not evident.

Rialto Unified School District Response

Rialto has developed a system to receive immediate evaluation/feedback from the Participating Teachers after each Expert Forum. The feedback would be used as one of the ongoing measures to assess the strength of the program and to determine necessary improvements. The district's Technology Coach and the Support Provider are setting up the evaluation system in eChalk. In the meantime, Participating Teachers will be given written evaluations. The results of each Expert Forum evaluation will be summarized in a report that will be uploaded to Google Docs prior to the 3rd quarterly report.

RUSD Induction Program CRD Site Visit was held on August 10, 2011. The program progress was reviewed focusing primarily on these four areas: General Program Considerations, Accreditation, Funding and the Education Specialist Credential. Some outcomes of the site visit include: Rialto is collecting data from the next Biennial Report; Rialto can continue to write towards Education Specialist Credential, though it cannot submit the program proposal until all stipulations are addressed and all standards are met.

2011 Team Report Findings

Standard 3: Resources

Met with Concerns

The budget, provided at the site visit, is built on the Teacher Credentialing Block Grant (Tier III) and district in-kind resources such as Title I, Title II and PAR funds which are used to support the professional development of all RUSD teachers. Interviews revealed that a portion of the 2010-2011 BTSA Tier III funding was reallocated for other educational purposes. The team found that there is a budget process in place and that the BTSA Induction budget was approved to support 25 candidates at the beginning of the year, however, 45 candidates are participating in the program. During the Mid-Visit Status Report, the team requested evidence of the process that is used to submit a revised budget that requests additional resources to be used in support of the increased number of candidates. Program leadership indicated that there is a process but the documentation presented did not adequately address this issue.

Adequate personnel services are provided to the program to determine eligibility and to file for the credential upon completion. This work is done by Personnel Services with the support of the Induction Program Staff. Induction Program Staff and Professional Development Coordinators contribute to the curriculum, instruction, and professional development for candidates as verified by interviews, agendas and calendared dates. However, sufficient resources were not found to be consistently allocated for the effective coordination of the credential program. Consistent coordination of assessment management was not evident.

In addition to the collaboration with Professional Development Coordinators, the Induction program partners with the Educational Services department for professional development related to healthy environments, special populations, data analysis, and English Language learners. Candidates have access to eChalk online resources, BTSA Induction Handbook and the District website that includes a calendar of activities. Interviews with candidates and program completers indicated a high degree of satisfaction with the level of support provided by the fulltime support provider. Through interviews with candidates and unit administration the team found that the full-time support provider serves 45 candidates and concurrently coordinates five expert forum professional development meetings. Unit administration reports their intention to add an additional full-time support provider in March 2011.

Rationale for Standard Finding

The team found no evidence of a budget revision process which allows for consistent allocation of resources to meet program needs. There is no evidence of sufficient resources for coordination of the program and assessment management.

Rialto Unified School District Response

The Senior Director and the Coordinator met with the new Assistant Superintendent of Business Services on August 12, 2011 to review the approved BTSA budget and to apprise him of the program's financial needs in regards to providing the appropriate resources to the Participating Teachers. The Revised Budget will be posted in Google Docs in the future.

2011 Team Report Findings

Standard 4: Faculty and Instructional Personnel

Met with Concerns

Rialto has the revised the support provider meeting schedule to include once a month meetings. The meetings will include professional development training based on the needs of the support providers. The professional development will be provided by the PDC staff and through online resources, such as webinars. Each meeting/training will include an agenda and sign-in sheet. The Coordinator will continuously follow up with the support providers to ensure that they follow through with the implementation of any strategies learned in the professional development trainings. New support providers added to the staff will also be trained in FACT.

Rialto Unified School District Response

The Coordinator held an orientation meeting with the new Support Provider on July 20, 2011, during which an initial list of professional development topics for the Support Provider was generated. As the Support Provider receives a particular training that topic will be removed from the list, and other trainings will be added, as deemed necessary.

The August 5th Support Provider meeting included an overview of FACT and how to assist the teachers through the completion of module A. The Coordinator and the Support provider also began planning for the initial BTSA PT meetings of the year. The Support Provider has coached all Participating Teachers through the completion of Module A. On September 13, 2011, the Support Provider offered a Module A Support Session, assisted by the Technology Coach, to any PT who was in need of additional support. The August 24th follow up focused on completion of the Support Provider Logs. The September 23rd meeting included the Coordinator sharing additional information about FACT and Program Standards 5 and 6.

Next Steps:

The third Rialto Unified School District quarterly progress report is due December 23, 2011. The COA will receive a quarterly progress report update presented for COA information at its February, 2012 meeting. The accreditation revisit is scheduled for winter 2012.